DOCUMENT RESUME

ED 175 476 IR 007 650

AUTHOR Taylor, Charles T.
TITLE Education Reference Department Book Collection Policy.
INSTITUTION California State Univ., Long Beach.
PUB DATE 79
NOTE 38p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adolescent Literature; Audiovisual Aids; Books; Childrens Literature; *Education; Library Acquisition; *Library Collections; *Library Material Selection; Media Selection; *Policy; Reference Materials; Textbook Selection
IDENTIFIERS *Collection Development

ABSTRACT

This handbook is intended to provide guidance to librarians in the collection development of book, non-book, and media materials for education through analysis of collection policies for specialized, non-print material, text, juvenile literature, and reference collections. Policies for each area are analyzed with regard to purpose, clientele to be served, budget, scope of subjects and types of materials to be collected, and the level of desired development. Within the basic guidelines provided, analysis is made of the collections of the Education Reference Department, School of Education, California State University, for which the general collection development policy and budget are outlined. (CWM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

1R

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED175476

EDUCATION REFERENCE DEPARTMENT

BOOK COLLECTION POLICY

Charles T. Taylor

Department Head

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Charles T. Taylor

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR007652

TABLE OF CONTENTS

		PAGE
	Preface	a
I.	Collection Development Program	
	A. General Collection Development Policy	1
	B. Budgets	1-3
	C. General Analysis of Collections	4
	D. Faculty Library Representatives	5
II.	Specialized Collections	
	A. Idea Center	6-7
	B. Model Library	7-8
	C. Library Financial Aid Center	8-9
	D. College Catalog Collection	9
	E. Library Career Center	10
	F. Non-book Material	11-15
III.	Non-print Materials	16-19
IV.	Text Collection	20-24
V.	Juvenile Literature Collection	25-29
VI.	Reference Collection Policy	30-34

PREFACE

This handbook is intended to give guidance to the librarians in the Education Reference Department for the collection development of book, non-book and media materials. It also is intended to serve as a communications link with the Library Administration, to jointly define the direction and extent of the Education Reference Department's collection.

We hope this handbook will be helpful in defining the purpose and nature of the many special collections in the department, and serve to complement the Library Collection Development Handbook, which is under development.

EDUCATION REFERENCE DEPARTMENT

I. COLLECTION DEVELOPMENT POLICY

A. The general collection development policy:

To effectively meet the diverse and changing research, reference, curriculum and resource needs of the students and faculty of the School of Education and the related departments of the School of Applied Arts and Sciences, and the School of Fine Arts.

This general policy includes:

An ongoing program of strengthening subject areas identified as inadequate to meet user needs.

Responding to changes in the curriculum to meet resource requirements as new programs are introduced.

In cooperation with the Collection Development Staff, relate the development of the collection in Education Reference to the Library as a whole.

The encumbering of all budgetary resources allocated to the department in an effective, fair and efficient manner.

Work with other units of the University, such as the Career Planning and Placement Center, Center for Faculty Development, Educational Service Center (formerly the Curriculum Materials Center, etc.), to coordinate the development of overlapping University programs.

An ongoing program of strengthening the collection by taking out material no longer needed, including year around scheduling and prioritizing of deselection goals.

B. Budget:

Education Reference Department funding previously has come from three sources.

1. Regular book budget
2. Special media budget for K-12 materials which includes records, filmstrips, realia, pictures etc.

3. Special State of California funding for K-8 textbooks. This budget was eliminated for the 1978-79 fiscal year, and may not be restored.

4. Where appropriate, individual budgets have been analyzed.

The non-print collection is very heavily used by many segments of the University and is considered an excellent demonstration collection. This and the other mentioned collections are tied in very closely with the curriculum represented in the schools and departments. Wherever necessary specialized collections within a small subject area such as high interest/low level reading materials have been developed. This department gives faculty every opportunity to obtain their needed materials by holding back a substantial part of the budget until the end of the fall semester.

COLLECTION LEVEL DEFINITIONS

Please see the Library Collection Development Handbook for complete definitions.

LEVEL	DEFINITION
Comprehensive	All inclusive
Research	Includes the major source materials for dissertations and independent research, including new findings, experimental results, and all major indexing and abstracting services in the field
Study	Adequate to support undergraduate or graduate course work. Includes a wide range of basic materials.
Basic	Highly selective collection, which serves to introduce and define the subject and indicate the varieties of information available.
Minimal	A subject area which is out of the scope of the Library's collections and in which few selections are made beyond basic reference tools.

GENERAL ANALYSIS OF THE COLLECTION

The Education Reference Department holds or shares the responsibility for the basic direction and development of the collection for the following departments of the University:

SCHOOL OF EDUCATION

Educational Administration
Educational Psychology and Social Foundations
Elementary Education
Instructional Media
Library Education Program
Secondary Education

SCHOOL OF APPLIED ARTS AND SCIENCES

Industrial Education
Physical Education
Recreation and Leisure Studies
Vocational Education

SCHOOL OF FINE ARTS

Dance

The collection levels for most of the above mentioned departments is the STUDY LEVEL as defined in the definitions listed below. We do have all of the major and most of the minor indexes and abstracts which are applicable. The Department provides a wide base for all levels of study through the master's degree. We hold the complete ERIC and AIM/ARM collection of indexes and microfiche, which started in 1967, and which is now approaching 160,000 individual documents.

The Library holds approximately 95% of the periodicals indexed in the Education Index and approximately 67% of the periodicals indexed in Current Index to Journals in Education, which represents a very wide range of education related periodicals in English.

The Department has developed a number of specialized material centers in response to student and faculty need. These include the Idea Center, the Model Library, the Library Financial Aid Center, the College Catalog Collection, and most recently the Library Career Center.

EDUCATION REFERENCE

Hegis Number	Library Department	Faculty Representatives to Library
1008	Dance	Joan Schlaich
827	Educational Administration	Taylor Jackman
822	Educational Psychology and Social Foundations	Al Schmidt
802	Elementary Education	Julie Chan
899	Instructional Media	Barbara Ward
835	Physical Education	Dixie Grimmett
2103	Recreation and Leisure Studies	Joyce Thorson
803	Secondary Education	Adrienne Austin
	Vocational Education	Richard Resurrection

II. SPECIALIZED COLLECTIONS

A. IDEA CENTER

Purpose: Designed to bring together a wide range of materials, which would otherwise be fragmented throughout the collection, with the purpose of giving very accessible information on ideas, activities, methods and concepts for a wide range of teaching needs.

Clientele to be served: Student Teachers, students in observation classes assigned teaching projects, students working directly with children, one on one or in groups, where concepts are taught, or students presenting demonstration methods in any University classes.

Budget:

Scope: Types of materials collected in the center are:

Instructional Aids

Pamphlets

Books, including hard and soft covers

Simulation Games

Periodicals in binders

Bulletin Board materials

Subjects Covered:

Arts and Crafts	Language Arts and Reading
Learning Centers	Library Skills
Mathematics	Physical Education
Social Studies	Recreation and Dance
Science and Ecology	Health
Cross Cultural	Music

An attempt is made to duplicate all materials for circulation, since the idea center is limited to Library use only. Excluded are subjects outside the general areas indicated, and any materials not directly leading to the teaching of concepts, ideas or activities, such as theoretical material.

Level: Study Level

The center has been in existance less than two years, and from the beginning, was an instant success with the students. There has been a very high level of collection activity in this time period, and we are rapidly reaching a point where some deselection must take place to keep the collection current. It should be remembered that only a small part of the reference and circulating book and non-book collections go into the idea center. We collect at a more intense level for the regular collections in some of the same general areas covered by the idea center, however, which fulfills a very specialized purpose.

B. MODEL LIBRARY

Purpose: To be a basic demonstration collection of standard reference works most commonly found in the reference collections of elementary, junior high school and senior high school libraries. The collection is also meant to reflect the bibliographic aids that would be most useful to teachers or school librarians, not ordinarily found in a collection designed for use by students.

The major purposes of the library are:

1. To be used for research on bibliographic materials for the School Library.
2. Used as a demonstration model for individual students and classes.
3. To relate student teaching assignments, including development of lesson plans or teaching units to the School Library.

Clientele to be served: Library designed primarily for students in the Library Education program and for students observing or teaching in K-12 classes. Also serves, to some extent, the students in general education methods courses.

Budget:

Scope: In conjunction with the juvenile collection, the Model Library is meant to be similar to a school library and was originally intended to be a resource area for students in the Library Education program.

The original scope has since been expanded to be more inclusive, (see purpose statement) and includes the following general catagories:

Scope (Con't)

K-12 encyclopedias, dictionaries, and thesauri.

Bibliographies of the basic collections for elementary, junior, and senior high schools.

Book reviewing indexes including those found in reference bound periodicals, such as the Horn Book and School Library Journal.

Biographical materials for children's authors and illustrators.

Reference materials for all areas of children's literature.

Samples of reference materials from all subject areas taught in the Library Education/Instructional Media courses. Older editions are often used, but some duplication has been authorized by the Library Administration to keep the collection current. It is not intended that the Model Library duplicate all material with which students will have to be familiar, only that the material be representative of a school library collection.

Level: Collection goal has not been reached. Desired level is "Study"; a reasonably complete collection is necessary to fulfill the needs of the target population.

C. LIBRARY FINANCIAL AID CENTER

Purpose: The Center provides a central location for Library materials concerning scholarships, loans and grants. This collection does not take the place of the Financial Aid Center, but supplements it with materials not available to them.

Clientele to be served: This collection is designed primarily for students, undergraduate and graduate, who are looking for financial aid, either for this University, or other Universities.

Budget:

Scope: We collect all types of materials, monographs, pamphlets, newsletters, government documents, that relate to financial aid. These materials are primarily in the area of direct grants or scholarships, from both federal and state, and private educational sources. (See "Financial Aid Sources: an annotated bibliography of books, serials, pamphlets, and government documents at the Library.") Scholarship information for entering freshmen is the only major area of exclusion, since this material should be provided at the senior high school level.

Level: We are selective, but have a good balanced collection, which is still growing. Material, above the basic collection, is difficult to obtain, and in some instances, very costly. Deselection should take place regularly because this material is dated very rapidly. All editions are promptly replaced as the new one becomes available.

D. COLLEGE CATALOG COLLECTION

Purpose: To provide access to a large number of college and university catalogs, which provide basic course information for compatibility, or accountability.

Clientele to be served: This collection is designed primarily for faculty and students who need information from specific college or university catalogs. This collection also serves walk-in patrons, who need similar information, many of whom are inquiring about entering the State University System.

Budget: The method of procurement and payment has not been finalized as of this date because of the transitional state of the collection.

Scope: A total of 2,000 college or university catalogs are currently in the collection, with another 3,750 in a supplementary collection of catalogs on microfiche. These catalogs on fiche provide extensive additional coverage and back-up for missing issues. Currently the collection is in a state of transition, in that we are cutting down the hard copies to a more workable size of 400-500 catalogs. The hard copy collection will include most of the major California universities and selected major universities throughout the country. The library does not keep past issues of catalogs and at the present time is weak in its collection of professional school catalogs.

Level: Basic. But, we have a strong collection with the supplement of the microfiche. Even with the planned cut back of hard copy catalogs, the collections will be adequate for most needs.

E. LIBRARY CAREER CENTER

Purpose: To provide for a wide range of resource materials on career planning and to centralize the basic sources of information in one area, to allow for high intensity use by classes or by individuals, and by making this material available on a schedule no other unit of the University is able to provide. There is some duplication of material in the Career Planning and Placement Center, but their mission is primarily to provide materials directly on job procurement and has the task of helping prepare students for interviews with job market information, interview techniques, etc. The Library Career Center does not duplicate or conflict with this mission.

This material is for library use only.

Clientele to be served: Serves primarily students with majors in the areas of Vocational Education, Counseling and Guidance, Career Education and Educational Psychology. Many of the instructors will bring their students to the center and demonstrate the material and equipment as part of their required field work. Also served on a limited basis, are undergraduate and graduate students interested in delineating their career goals.

Budget: A special budget was set aside for the initial development of this collection. Presently, the funding is taken from the regular Education book budget.

Scope: For this collection, we order the basic reference books in career education, duplicating the most important items found in other departments, in order to concentrate the basic materials, which the patron might not otherwise locate, and to speed up research. Supplemental occupational pamphlets, commercial occupational briefs and guides, state and federal documents are also included. Specialized materials include: sample desk-top kits and fiche kits, such as the Los Angeles and Orange Counties VIEW-DECKS, which partially duplicate the holdings of the Orange and Los Angeles Counties Career Information Centers. Also, graduate and professional school catalogs and fiche collections, programmed texts not already in the Library or LAC (eventually duplicating ARCO occupational series as new editions become available). Some periodicals are included.

Exclusions: periodicals too expensive to duplicate, fringe reference materials located in other departments, circulating books already in the Library on occupations or career guidance and all non-book material, except cassettes which accompany kits and books, and microfiche collections.

Level: This collection is designed to grow considerably in the next few years with a high turn over of outdated material being weeded. It is essential that the material in this collection remain current.

Desired Level: Basic

F. NON-BOOK MATERIAL

Purpose: To supplement the monographic and periodical collection with those materials which are published in varying formats, not usually hard covered. Although much of this material may be ephemeral in nature it contributes significantly to the research or informational needs of patrons using the Education Reference Department.

Clientele to be served: Students and faculty of the School of Education, the related departments of the School of Applied Arts and the Dance Department of the School of Fine Arts. The curriculum guides are also heavily used by teachers and others in the surrounding communities.

Budget: The non-book material is funded from the non-print special budget from the Library OE fund. Sub-purchase orders are used for this budget. The regular book budget and the approval budget is also used.

Scope: Types of materials collected:

1. Pamphlets/documents

This collection provides inexpensive, up-to-date material, covering specific subjects in a concise manner, which is often difficult to locate in monographic works or in periodicals, and because they do not have to be cataloged, can be immediately entered into the collection. All material circulates for the regular loan period.

a. General Pamphlets

The department collects a broad spectrum of all educationally related subjects, emphasizing materials from teacher supply houses, activity and game materials, organizational literature, materials on salaries and other statistical information, grade level material on special subjects like science experiments, non-sexist school related material, out-of-state educational directories, etc. Sources for this material are found in several places. For example:

Vertical File Index

Educators' Progress Service Guides

teacher supply house catalogs

special bibliographies

publishers catalogs

Many of these are kept at the reference desk because of the high demand. This material must be weeded regularly to eliminate out-of-date materials.

b. California State Department of Education Documents

This library is a complete depository of California State Documents and as such obtains all the available material from the California State Department of Education. This material is housed in the "green box pamphlet file" by subject. Nine titles are automatically cataloged into the collection, among which are the California Public School Directory, California State Testing Program, California Public Schools; Selected Statistics, etc.

This collection is not weeded because of various legal restrictions and also patrons do request retrospective documents frequently. The number is relatively complete.

c. United State Office of Education Documents

The Education Reference Department had the responsibility for organizing and making this material available up to about 1974, when the U.S. Office of Education was reorganized. At that time the Government Documents Department initiated the policy of sending most of these documents to be cataloged and the Education Reference holdings became a retrospective collection.

These publications now come out under various agencies including: The Office of Education, the National Institute of Education, and the National Center for Education Statistics.

Pamphlets not cataloged are kept by the HE number in the Government Documents Department and may be accessed through the Monthly Catalog. This material is not generally weeded. This collection is moderately complete.

d. Foreign Education Pamphlets

This collection was initiated because of the need for current information on education in foreign countries and their educational programs, statistics and policies. Much of this information is not available through monographic or periodical sources. Most of the material is acquired directly from the embassies of each country and is frequently updated, with the older pamphlets being discarded.

2. Open Shelf Periodicals

These periodicals are represented in the Library Serial Records by entry and designated Educ. O.S. No attempt is made to list the holdings except that the library has current issues only. This material is not cataloged, but comes directly to the Education Reference Department.

The serials that are selected for this catagory should be limited to those directly related to the general area of education and should not include those with broad or general interest. They could include the following catagories: newsletters; reports; bulletins; publications of various school-related organizations, etc.

These materials are free or inexpensive and ephemeral in nature and are not considered worth binding or keeping on microfilm. Another important criteria for inclusion in this category is that the publications are not indexed.

Although there is a short shelf life of from six months to two years, this material is important to collect because of its currency, its coverage of educational subjects in California which is difficult to find in other sources and the representation of many educational organizations whose ideas and news are important to some extent to the educational community.

3. Curriculum Guides

a. This is a nationwide collection of materials which represent outlines of courses of study in a wide variety of subjects taught in the public schools, grades K-12 (with some grade 13-14 levels represented in a few selected subjects).

Also included in this collection are statements of philosophy such as the California State Department of Education subject frameworks, textbook evaluation guides, school district student and teacher handbooks of rules and regulations, manuals for vocational education, grades 13-14, school district administrative organizations, etc.

In the guides are often included school district philosophies, individual daily lesson plans, activities and audio-visual materials to be used in the plans. These guides are cataloged according to specially formulated rules and are represented only in the Education Reference special curriculum guide catalog. Generally they are cataloged by subject area and by school district. Each card has the subject, school district, grade level and title.

The department collects all available curriculum guides and has at present over 15,000 in hard cover format. But, curriculum guides generally are not being published at the same rate as in the past and access to hard copies is increasingly difficult. Therefore, the department has gone to a microfiche collection to supplement the hard copies, and expects to utilize these types of collections to a much greater extent in the future.

b. Xerox, University Microfiche Collection:

This is a nationwide collection of about 800 published curriculum guides dating 1968-1973, published with its own indexing system. This collection has not been renewed because it does not update regularly and it is difficult integrating this collection with the other curriculum guides.

c. SMERC (San Mateo Educational Resources Center) Curriculum Guide Collection

This is a collection of about 1,500 curriculum guides from the entire range of California school districts. These guides date from about 1973 and are kept current through a standing order, with about 200-300 being updated each year.

This is an important collection, but it comes without an index. To integrate these microfiche into the regular hard copy collection the decision was made recently to catalog them as if they were hard copies.

Very few curriculum guides are presently being published for sale or distribution because of the cost involved to the various school districts. The SMERC microfiche collection represents the future trend for the development of a curriculum guide collection, starting 5-23-78.

The curriculum guide collection is weeded bi-yearly and is kept current with older guides being retained only if newer material is not available. The criteria for deselection is:

Year of publication

Currency of the material generally and to our collection

Subject

Patrons also have access to a large collection of courses of study through the Center for Research Libraries. This collection is formed by deposits from member institutions and by current receipts from state agencies.

4. ERIC Clearinghouse Publications

Besides the material made available through the ERIC system of indexes and microfiche the 16 contributing ERIC Clearinghouses also publish a great deal of pamphlet information which is not included through these regular sources and which is of scholarly importance. The 16 subjects covered are:

Career Education
Counseling and Personnel Services
Early Childhood Education
Educational Management
Handicapped and Gifted Children
Higher Education
Information Resources
Junior Colleges
Languages and Linguistics
Reading and Communication
Rural Education and Small Schools
Science, Math, & Environment
Social Studies
Teacher Education
Tests, Measurement & Evaluation
Urban Education

EDUCATION REFERENCE DEPARTMENT

III. NON-PRINT MATERIALS

Purpose: To provide for two basic user needs in the K-12 classroom situation:

1. A demonstration collection to serve as a model of the types of materials students in teaching roles will need to evaluate to determine what materials are effective and appropriate in their classroom situation.

2. A resource collection to assist in the planning and teaching of individual lessons or instructional units.

Clientele to be served: This collection is designed primarily for student teachers, students in observation classes assigned to teaching projects, students working directly with children, one-on-one or in groups, where concepts are taught, or students presenting demonstrations in various other classroom situations.

Some of the areas that have used these materials extensively outside the traditional elementary and secondary teaching programs are: Music Education, Early Childhood Education, Child Development, Speech, Instructional Media, Home Economics, Vocational Education, Counseling and Guidance, Recreation and Leisure Studies, and all other single subject areas under the Ryan Act.

Teachers from the surrounding community, who qualify for borrowing privileges at the University Library, may also use the non-print materials on the same basis as regular students.

Budget: The non-print collection is funded from a special budget allocated to the Education Reference Library out of Library OE funds. The Education Reference Department also uses a part of the budget for the California State Adopted Textbooks for purchase of non-print materials. These items are on the adoption list, and must be selected because of their relevancy to classroom demonstrations, dependent on available budget.

Scope: (Including criteria for selection)

A. Criteria for Selection.

In general, the criteria for selection of the non-print materials is the same as that used for selection of other materials in the department. As with books, media items are evaluated to establish a favorable relationship between cost and contribution to the collection.

The following are the specific areas of evaluation:

1. Academic level: Is the content at the level appropriate for the intended learners, specifically grades K-12?

2. Curriculum Correlation: Is the content consistent with the instructional goals embodied in the curriculum?

3. Subject Coverage: Does the content adequately cover the necessary facts and concepts and is it within the collection scope?

4. Content Organization and Clarification: Are the ideas clear? Does the content offer a sense of direction for the students who will be using the material?

5. Importance: Is the importance of the subject defined?

The materials selected should appear in one of the professional media selection aids such as: Education Media Index, School Library Journal, or Previews. Others sources could be publishers catalogues or the NICEM indexes which are not reviewing instruments, but which give information for selection.

B. Types of Non-print Materials Collected. Included are various types of non-print materials which are used in connection with "State Adopted Textbook Series."

Key: * Starred items are collected with greatest intensity, in both breadth and depth.

*Filmstrips: (Many of these are accompanied by records or cassettes.)

*Multi-media kits: (These are units of 2 or more filmstrips or records on the same subject. These media are collected to help teachers prepare for instruction for an entire unit or part of a unit.)

Audio-cassettes:

Transparencies and Transparency Masters:

*Pictures and Picture Portfolios: (These are units of pictures, usually on the same or a central subject.)

Film Loops (8mm): (These are silent, single concept film loops, 3-5 minutes in length.)

Records: Specifically to be included in this category are:

1. Records which accompany all State Adopted Music Text Series.
2. Classical music synthesized especially for children.
3. Dance music especially arranged for children.
4. Spoken word records, including children's literature, social studies, drama and poetry.
5. Developmental records such as language, movement, auditory and self-awareness.

Specialized Kits: (We collect only a few in this category such as the DISTAR reading kits or the Metric Lab Kit, etc.)

Realia: Realia are toys, articles and other three-dimensional objects that a child handles, manipulates, or plays with to gain direct experience and information about his/her environment. We duplicate some categories of high use materials, such as puppets, simulation games, and rhythm instruments, etc. We collect the following types of realia:

- easels
- puppets
- costumes
- small wooden toys
- puzzles
- pictures
- charts, maps
- globes
- models
- specimens
- musical instruments
- kits (sets of idea cards)
- games
- flannel boards
- materials for the flannel boards (including flannel board stories)
- bulletin board materials
- facsimiles
- manipulatives (hand magnifiers, bean bags, etc.)
- simulation games

C. Subjects Collected in the Non-print, K-12 Materials.

- Bilingual/Bicultural
- Dictionaries
- English
- English as a Second Language
- Foreign Languages
- Health
- Literature
- Mathematics
- Music
- Reading
- Science
- Social Sciences
- Spelling/Handwriting
- Vocational Education/Industrial Education

D. Type of Materials Excluded:

All non-print materials not designated K-12, classroom use only. Specifically excluded also are video-tapes, video-cassettes, slides, and 16mm films.

16mm films are not collected, but the Education Reference Department has the facilities for previewing films available through the Audio-Visual Center. These arrangements must be scheduled one-day in advance. Approximately 1,400 films are available.

Level: The present strength of the non-print collection is rated at the study level. This level would seem to be at least adequate to meet the needs of the clientele served, although this is an extremely high use collection. Budgetary limits provide only for a modest growth potential with very little duplication and approximately 30% of the budget must be spent for replacement of lost or worn materials. Soft ware items where some growth is planned are sound film loops (8mm), multi-media kits, simulation games.

IV. TEXT COLLECTION

Purpose: To provide access for faculty and students to the materials currently being used for instructional purposes in the California school systems, grades K-12, the major areas being:

Student Teaching

Observation of Student Performance

Evaluation of Instructional Materials

As a support collection of all subject areas in the library, because of the special format of the "texts"

Depository for California State Adopted Materials

Definition — A text is a "book dealing with a definite subject of study systematically arranged, intended for use at a specified grade level of instruction, and used as a principle source of study material for a given course." (From Carter V. Good, Dictionary of Education)

Clientele to be served: Faculty serving as supervisors of the Student Teaching Programs, students observing and/or student teaching, evaluation of materials, students under the Ryan Bill single subject credential programs.

Budget: The adopted "text" material is funded as a special line item in the library budget. Approximately 10% of the budget must be reserved for sales tax and shipping costs, which are handled by the Acquisitions Department. A limited number of non-print adopted materials could be ordered using this budget.

Scope: This special collection of instructional materials is divided into two sections: (See A and B)

A. Materials currently in adoption for use in California schools, grades K-8, as recommended by the California State Board of Education.

1. This unique system of instructional materials adoption consists of two important phases. The first occurs on the statewide level. The State Board of Education, assisted by the Curriculum Development and Supplemental Materials Commission and other advisory groups, determines legal compliance and attempts to supply school districts with lists of educationally valid materials sufficiently diverse to meet the educational needs of all the children in the schools of California, grades K-8. The second phase occurs when school districts or this library receives these lists and must then decide which of the preselected materials listed will best fit their programs and their needs.

2. These lists of materials approved for use in grades K-8, are grouped by broad subjects and into two catagories, each of which is up for revision every two years. These catagories are:

Language Arts	Social Science
Reading	Mathematics
English	Health
Literature	Music
Spelling/Handwriting	Science
Foreign Language	Social Studies
English as a Second Language	
Bilingual/Bicultural	

It should be noted that non-print material is also included on the adopted lists.

3. Procedure for Selection of Adopted Materials:

   a. Consult with a broad spectrum of faculty from the School of Education and related departments such as Elementary Education and the Education Services Center Advisory Committee.

   b. Evaluate the material using the subject Instructional Materials Selection Guides, published by the California State Department of Education. (Each of the 12 subject areas has a Materials Selection Guide.)

      These publications give a general description of each adoptive series, their goals and objectives, and their scope.

   c. Preview the material at LANCERS. (Los Angeles County Education Resource Service, 9300 E. Imperial Hwy., Downey, California. (213) 922-6111.

      This is the officially designated preview center for all educational institutions in this area. All of the K-8 adoptions are on display, including non-print materials.

   d. The selections of two major local school districts (Long Beach Unified School District, and Los Angeles City Unified School District) are also used as criteria for selection.

e. Using the order forms sent by the State Department of Education, the selections are made from the current adoption list, using input from areas mentioned.

The physical arrangement of this material on the shelves is by a synthesized Library of Congress classification schedule. The advantage of this arrangement is to provide quick access by students familiar with the Library of Congress system to the "textbooks" in their subject areas.

4. Duplication: Heavily used series such as Social Studies: Concepts and Values should be ordered in multiple copies for each grade level and type, i.e. teachers edition, workbook, etc.) Most other series are limited to one copy. It is not expected that all series can or should be purchased.

5. Exclusions: Any "text" not on the approved State list of adoptions.

6. Deselection: As materials go off the adopted list they will be deselected with the exception of specific "texts" used as demonstration models by the faculty.

B. Materials selected from various publishers to represent those subjects taught in California secondary schools. No formal list of adoptions is provided by the State for this material.

1. These instructional materials cover the range from junior high school through high school (approximately grades 9-12). This material has been selected to cover the wide range of courses offered in California secondary schools.

With the agreement of the Secondary Education Department a decision was made in the Fall, 1977 to pattern the collection after the model of three local school districts, where most of the CSULB students do most of their practice teaching. These districts in the preferred order are:

a. Long Beach Unified School District

b. Anaheim Union High School District

c. Fountain Valley High School

2. The decision has yet to be made if this is to be a circulating collection or how much will circulate. The Secondary Education Department places a high value upon having the material available at all times. The school districts should supply student teachers with working copies of classroom texts.

3. Budget: This material is purchased from the regular book budget with exact amount determined by the department head with counsel from relevant faculty departments and the library administration.

4. Duplication: Because of budgetary limitations and the open-ended nature of the collection, very little duplication is practical. The decision on circulating copies may be to provide one in-house copy and one circulating copy.

5. Deselection: The material will be kept current by a regular review of current "textbook" lists of the model school districts. Also imprint dates over 5 years old should be considered suspect.

C. The following are the major evaluative criteria used for making selections from both categories of "textbooks".

1. Does the textbook meet the basic philosophy of the American democratic society?

2. Does the content lead to the inquiry method of learning?

3. Does the textbook both support and complement the basic educational objectives within a specific subject area?

4. Does the textbook include adequate and relevant study aids, i.e. illustrations, graphs, charts, maps, a glossary, good index? Does it have interesting activities, questions, exercises, etc?

5. Does the textbook meet its chief criteria as they relate to its contents, approach to the subject and objectives?

6. Does the textbook present the material in a logical continuum from one grade level to the next?

7. Is the material presented authentic and up-to-date?

8. Does the material focus upon the goals and objectives of established curriculum?

9. Is controversial material presented impartially?

10. Does the material contribute to literary appreciation or have aesthetic value?

11. The materials should be selected because of the content and emphasis of the entire work.

12. Portrays persons and situations in a non-sexist manner.

13. Realistically portrays a variety of ethnic groups.

D. Patrons also have access to textbooks at the Center for Research Libraries. These texts cover primary and secondary school books, plus foreign grammars and readers at all levels.

Education Reference Department

V. Juvenile Literature Collection

PURPOSE: The juveniles are part of three interdependent collections, which also include the Model Library and the "Textbooks", which together serve as a basic support collection for many of the School of Education programs.

As a support collection, it serves the following functions:

1. Demonstration Collection - The professor uses the material in the classroom to demonstrate literary features, i.e. style, format, etc.

   It is used by the student in various methods classes to demonstrate assignments.

   In library education classes, it is used for students to read and evaluate.

   Used by student teachers or others to demonstrate material to their various assigned K-12 classes.

2. Research Collection - Compile reading lists of materials by subject grade level, style, etc.

   Evaluate material assigned in University classes, particularly English Department Children's Literature classes.

3. Resource Collection - Used by student teachers or others with pupils assigned to them in their K-12 practice teaching assignments.

CLIENTELE SERVED: Student teachers; students in observation classes assigned teaching projects; students working directly with children, one-on-one or in groups; students presenting demonstration methods in any University class; students in Children's Literature classes; Library Education classes; college level foreign students seeking language improvement; and teachers in the surrounding community.

BUDGET:

SCOPE: This collection covers all of the subject classifications of the Library of Congress Schedule, A - Z, with the exception of PZ 1-4, and falls into four natural divisions:

% of the collection	
60%	Fiction, Library of Congress class, PZ5-PZ73
40%	Non-fiction, Library of Congress class, A-N, Q-Z
70%	Children's books, approximately grades K-6
30%	Young Adult books, approximately grades 7-12

CRITERIA FOR SELECTION OF JUVENILE LITERATURE

A. General Criteria

1. Materials selected should enrich and support the basic school curriculum with consideration for the varied interests, abilities, and maturity levels of pupils.

2. Materials should provide factual knowledge, literary appreciation, aesthetic values, and ethical standards.

3. Materials should provide opposing sides of controversial issues to develop critical reading and thinking.

4. Materials should be representative of many religious, ethnic and cultural groups and their contributions to the American heritage.

5. The materials should be selected because of the content and the value of the work as a whole.

6. The authors should be competent and qualified in their subjects.

7. The materials selected should appear in one of the recognized professional book selection aids, such as: special subject or grade level bibliographies; basic or current general lists; book reviewing journals, etc.

Following are some of the book selection aids:

a. American Book Publishing Record. Monthly. Listing of books that have appeared in Publisher's Weekly.

b. Basic Book Collection for Elementary Schools; Junior High Schools; High Schools. American Library Association.

c. Bibliography of Books for Children. Biannual. Lists the best of the books reviewed by Childhood Education during the previous two years.

d. Childhood Education Magazine. Monthly.

e. Booklist and Subscription Books Bulletin. Semi-monthly.

f. Books for the Teen Age. Published January each year. Lists over 1500 titles covering wide range of interests, maturity and reading abilities.

g. Bulletin of the Center for Children's Books. Monthly. Covers preschool through upper elementary.

h. Children and Books.

i. Children's Catalog; Junior High School Catalog; Senior High School Catalog. Published by Wilson.

j. Elementary English. Monthly. Reviews materials in language arts for elementary levels. Presents bibliographies, film reviews, book reviews.

k. The Elementary School Library Collection: A guide to books and other media phases 1-2-3.

l. Fare for the Reluctant Reader. An annotated bibliography for high interest, low vocabulary books.

m. Good Reading for Poor Readers. Another bibliography for high interest, low vocabulary books.

n. Horn Book Magazine. Monthly.

o. Notable Children's Books of 19—. Annual. This reference lists about 50 books, fiction and non-fiction that are considered superior.

p. Reading Ladders for Human Relations. Bibliography with scope from elementary through high school; includes books that will assist the readers to understand their neighbors around the world.

q. School Library Journal. Monthly.

r. Kirkus Review. Bi-monthly. Reviews books received prior to publication date. Special section for juveniles.

B. Additional Criteria for the Selection of Children's Books, Grades K-6

In addition to the general criteria mentioned, the following should also be used in selecting books at these grade levels.

1. The material should have pictures which illuminate the text and advance the story line and give children aesthetic appreciation for color, line, etc.

2. Readability level should be plainly indicated.

3. Vocabulary must be appropriate to the readability level suggested.

4. Reputation and significance of the author and the illustrator.

5. The format should be pleasing and logical with good quality binding and paper. Also to be considered are style and size of the print, margins, overall size of the book, etc.

6. Factual material presented should be accurate and appropriate for the readability level.

7. Fiction material selected should have a balance between fantasy and realism, providing an honest picture of the world.

8. Reputation and professional standing of the publisher.

C. Additional Criteria for the Selection of Fiction

1. Technical criteria for fiction should include: plot, characterization, theme, style, and setting.

2. Relationship to the collection is important, There should be a balance of all forms; i.e., mysteries, westerns, fantasy, science fiction, classics, romance, folk tales, poetry, fairy tales, etc.

3. Fictional works should have some permanent or timely value to the collection.

4. The characters should be believable in their response to life situations, especially in the young adult category where philosophies, standards, and moral values are emphasized. Materials for young adults must portray these situations appropriately.

5. The codes of conduct and morals should be valid, understandable and without sentimentality or preaching.

6. The literary quality should be high, with language appropriate to the story.

D. Additional Criteria for the Selection of Non-fiction

1. Qualifications of the author in his subject field.

2. Scope and authority of the subject matter presented.

3. Quality of writing, i.e., style, readability, clarity of information, timeliness.

4. Date of publication.

5. Arrangement of materials, i.e., indexes, bibliographies, photographs, diagrams, etc.

SPECIAL AREAS OF EMPHASIS:

Because of curriculum requirements and faculty assignments, the Department collects materials in the following special areas of juvenile literature:

1. Picture books without words.

2. Picture books with heavy emphasis on illustrations. Also emphasized are oversized books in this category.

3. Foreign language books; the major languages collected are Spanish, French, and German with a growing demand for Asian language material. All forms of story material are collected, i.e., fairy tales, short stories, etc. The level is primarily K-6, with the young adult material being classed with the Humanities collection. This area has been designated for attention and high intensity growth.

4. Children's books in Braille, including special editions with sensual experiences bound-in, such as smell, etc.

5. Materials appropriate for storytelling such as folk and fairy tales, short stories, biographies, anthologies, etc.

6. Reprints of early children's literature for historical research.

COLLECTION INTENSITY: The juvenile literature collection is generally comparable to Phase II of the Elementary School Library Collection, published by Brodart and is comparable to a medium sized school library as far as the number and quality of books in the collection.

DUPLICATION: The Newberry and Caldecott award books are duplicated with at least 5-6 copies. One copy is designated reference, and does not circulate. Some duplication of high demand authors or illustrators is also made.

EXCLUSIONS: Young adult foreign language literature (which is classed in the Humanities Department).

Rare children's books.

Books which are unusually small in size, 3 inches or less.

DESELECTION: Emphasis is on replacement of worn copies. Children's literature does not become dated rapidly. Young adult (7-12) which comprises 30% of the collection, must be deselected regularly since it does become dated rapidly. This is due to its close relationship to adult fiction in literary trends.

EDUCATION REFERENCE DEPARTMENT

VI. REFERENCE COLLECTION POLICY

Objectives of the Education Reference Collection

1. To make available the informational resources in all media necessary to support learning and research, particularly sources which are intended to be consulted or referred to for specific data or facts; but including material intended to be read through which by its timeliness, accuracy and scope make them suitable for reference.

2. To make readily available that information necessary to instruct patrons in the techniques and strategies of information retrieval.

Subject Scope of the Collection

1. The collection provides basic and in-depth information sources in the fields of Education, Educational Psychology, Educational Foundations, Educational Administration, Elementary and Secondary Education, Higher Education, Men's and Women's Physical Education, Recreation, Dance, Industrial and Vocational Education. The collection also provides selective coverage of subjects of current interest not directly within these academic disciplines.

Size of the Reference Collection

There is no absolute limit on the size of the reference collection. However, prevailing demand, changes in the curriculum, and student enrollment figures in various disciplines, serve as guidelines to the relative growth rates of the various subject areas.

Types of Materials Included in the Collection

1. Almanacs and Yearbooks: Includes current editions of major publications for United States and some international material.

examples: Standard Education Almanac

Yearbook of Higher Education

Education Media Yearbook

World Yearbook of Education

2. Annual Reviews: Primarily reviews of current research.

examples: Review of Special Education

Review of Research in Education

3. Bibliographies: Those with narrow subject scope, such as single author bibliographies, are normally kept in the stacks. More general bibliographies on broad topics are included in the reference collection. Exceptions are made for topics in demand or of current interest. The department has a "Ref Bibl" section in the reference stacks for special interest bibliographies and a number of uncataloged bibliographies on special subjects.

examples: Educational Finance: an ERIC Bibliography

Guide to Baseball Literature

National Information Center for Educational Media-10 vol and updates. (N.I.C.E.M.)

Elementary School Library Collection

4. Biography: Collect comprehensive works dealing with professional, national and some international biography, including both retrospective and current.

examples: Leaders in Education

Directory of American Scholars-4 vol.

Who Was Who in American Sports

National Faculty Directory

Who's Who in America

World of Learning-2 vols.

5. Dictionaries: Collect specialized dictionaries, including professional and historical information.

examples: Good's Dictionary of Education

Sports Dictionary

Dictionary of the Dance

6. Directories: Collect current editions of major directories in all pertinent areas, especially in areas of schools (national and international) and curriculum.

examples: American Universities and Colleges

Commonwealth Yearbook

Patterson's American Education

Annual Register of Grant Support

7. Encyclopedias: Includes all major education related encyclopedias, including those in special collection of Children's Reference materials (Model Library), and a rotating collection of the major general encyclopedias. In addition, the department collects authoritative encyclopedias in specialized subject areas.

examples: Encyclopedia of Education-10 vols

Encyclopedia of Educational Research

Cyclopedia of Education-5 vols

8. Handbooks: Collect current and authoritative handbooks in all fields of education and of the major educational organizations.

examples: Handbook of College and University Administration

National Education Association Handbook for Local, State, and National Associations

Handbook on Contemporary Education

Handbook of Research on Teaching

9. Indexes: Provides as many indexing and abstracting services as possible in the areas served with consideration for budgetary limitations. Included are:

examples: Resources in Education

Education Index

Current Index to Journals in Education

Psychological Abstracts

Exceptional Child Education Resources

College Student Personnel Abstracts

10. Legal Materials: Collect specific legal materials in field of education and of the major educational organizations.

examples: California Education Code

California Administrative Code, Title V.

11. Library Catalogs: Collect catalogs for important collections or major libraries in subject areas served.

examples: Columbia University. Teachers College. Dictionary Catalog. 1970

Catalog of the Comparative Education Library, University of London

Dictionary Catalog of the Dance Collection. New York Public Library.

12. Plot Summaries: Collect editions of plot summaries in children's literature.

example: Junior Plots

13. Style Manuals: The reference collection includes all major style manuals, excluding those in scientific fields.

examples: Campbell. Form and Style in Thesis Writing.

Turabian. A Manual for Writers of Term Papers, Theses and Dissertations.

14. Theses: This section provides bibliographic information about academic theses and dissertations in the areas served.

examples: Masters Theses in Education

Compiled Research in Health, Physical Education and Recreation

Bibliography of Theses and Dissertations in Recreation, Parks, Camping and Outdoor Education

Physical Education and Recreation Theses on Microfiche

15. Reviews: Collect reviews in areas served, particularly in education statistics, psychological measurements, and research.

examples: Review of Educational Research

Mental Measurement Yearbooks

16. Uncataloged Material: College catalogs

College catalogs on Microfiche

Acquisition of New Reference Material:

The following principles are guidelines in determining which new titles will be ordered:

1. Usefulness of the publication in context of existing collection.
2. Strengths and weaknesses of existing collection related to current needs of the University.
3. Favorable reviews or inclusion in basic reference guides.
4. Reputation of author.
5. Currency of topic.
6. Date and price of publication.
7. Language of publication.

Reviewed for Acquisition of New Reference Materials:

1. Booklist
2. Choice
3. College and Research Libraries
4. Library Journal, and School Library Journal
5. Journal of Academic Librarianship
6. Research Quarterly
7. Wilson Library Bulletin

Also reviewed are publisher leaflets and catalogs, annual lists of reference books such as the Phi Delta Kappan list.

Weeding the Reference Collection: The collection is weeded on an annual basis. Older editions are moved from desk reference to stack reference, or withdrawn from the collection.